

TEMPLATE WORKSHEETS

*To Be Completed and Submitted to the Department of Early Learning by
4:00pm Friday, October 8, 2010.*

Infant/Toddler Early Learning Assessment for:

Pierce County

Submitted by First 5 FUNdamentals/United Way of Pierce County

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1. INTRODUCTION & REGIONAL OVERVIEW.

1a) Narrative Describing the Regional Overview (1-3 paragraphs):

Pierce County is the second most populous county in Washington State with 12% of the population.¹ It has had a 16.24% increase in population from 2000-2010.² It is located in the west-central part of the State and is 1,794 square miles in size, with State and Federal lands making up 38% of the area. This area includes Joint Base Lewis-McChord (JBLM), with 37,578 active duty personnel.³ Also located within these Federal lands is The Puyallup Tribe, with a membership of 3,800.⁴ There are two state corrections centers and a state psychiatric hospital located in Pierce County; this has led to a disproportionate number of convicts and mental health patients in the population.* There are 16 school districts, 300 schools and seven colleges and universities that serve the community.

Pierce County, with a population of 814,600, has a richly diverse racial/ethnic population that represents an estimated 21% of the County.⁵ Within this group there are significant numbers of African American, Hispanic/Latino, Asian/Pacific Islander, and Native American populations. In the 2009-2010 school year, 37% of the County's students were from ethnic minority groups or were multi-racial.⁶ Slightly over a third of the County's people of color live in the City of Tacoma, where 57% of the Tacoma School District students qualify for the Free & Reduced Lunch Program.^{7,8} Children that live in higher poverty areas, rural and urban, have significantly higher education disparity levels.⁹

Some of the most important issues currently being faced by the County around early learning or that impact early learning services are: 1) The number of children not ready for kindergarten. Through this assessment, early learning providers identified that getting families to value early learning was a challenge, along with having adequate systems to prepare children for school; 2) Poverty. High rates of poverty in the County impact family homelessness, ability of families to find affordable childcare, transportation, and access to community services; and 3) Large increase in military families. These families entering Pierce County often need to access community resources. JBLM has seen an increase in military personnel and their families by approximately 62% in the last 10 years; another 5,700 military personnel are expected by 2015 along with an estimated 8,260 more family members.¹⁰

1b) Narrative Describing Regional Strengths and Assets (2-3 paragraphs):

While identifying all the programs, initiatives and activities around early learning, the assessment committee also identified other efforts that help support children. Thinking beyond just programs, we looked at our community champions and advocates, early learning networks, families, community members, providers, schools, government, and many other community organizations seeking to create an environment that supports early learning. After collecting the large list of the many strengths and assets, we categorized them into themed strengths.

** Pierce County has 12.1 % of the state population, yet receives 20.4% of total prison releases (2005 report published by the Washington Association of Sheriffs and Police Chiefs).*

The following strengths were identified: 1. Existing collaborative networks and partnerships that focus partially or entirely on early learning issues; 2. Current early learning education efforts and resources targeting families and providers; 3. Non-duplicative and overlapping services that support early learning efforts, to include specialized services; 4. Community engagement to foster early learning and address issues impacting children birth to three; 5. On-going capacity and sustainability efforts; and 6. Location and number of health services for children. The strengths and assets that will be instrumental in addressing early learning systems and services are: collaborative networks and partnerships, education efforts to promote early learning, and the multiple services currently being offered.

Other factors that assist Pierce County service providers and families with addressing early learning are: that different sub-populations and cultural groups “cluster together” which help in promoting resources, providing services in select areas, and provide a community support network for families (as reported by service providers); and that there are year round free or low cost family-based activities throughout the County (though transportation to these events can be an issue). One particular asset that will help with early learning planning is the work of the First 5 FUNdamentals Partnership. This coalition, consisting of 36 early learning partners, has recently revised their Early Learning Systems Business Plan that includes prior assessment work and has identified opportunities and clear strategies for action.

1c) Narrative Describing the Process for Completing the Context & Data Summary (1-2 paragraphs):

First 5 FUNdamentals contracted with Tacoma-Pierce County Health Department’s Office of Community Assessment (OCA) to facilitate the assessment and data collection process. Once the steering committee was developed (consisting of 29 core members), the group was asked to review the data/measures template. The committee and a number of key partners identified (either at meetings or through emails) additional measures and data sources to augment the requested data. Data was then collected by OCA staff through review of archival data sources and through the development of qualitative survey data.

OCA staff conducted key-informant interviews with a variety of organizations that provide early learning-related services to families. Those interviewed, along with a discussion group made up of committee members, helped identify and prioritize community strengths and important issues impacting the community. The list of strengths were then themed and reviewed by the committee. A list of services and programs was also developed through meeting input, interviews, emails and research of community resource guides. At subsequent meetings, the steering committee reviewed the progress of the data collection and continued to add data throughout the entire process. The committee discussed and synthesized the data to highlight what stood out, what themes emerged and what might have the biggest impact on services and systems. The group met five times to complete the context and data summary.

References/ Data Sources for 1a:

1-2. WA State Office of Financial Management. (2010). *Population change by county: April 1, 2000-April 1, 2010*. Web. Sept. 2010. <http://www.ofm.wa.gov/pop/>

3. Press release, United States Congressman Norm Dicks. *Norm's News: Army Plans Indicate Substantial Boost for JBLM Population*. Sept 10, 2010. Web. Sept 13, 2010.
http://www.house.gov/apps/list/speech/wa06_dicks/morenews1/jblmincrease.shtml
4. Puyallup Tribe of Indians. Web. Sept 15, 2010. <http://puyallup-tribe.com/>
5. WA State Office of Financial Management. (2010). *Population change by county: April 1, 2000-April 1, 2010*. Web. Sept. 2010. <http://www.ofm.wa.gov/pop/>
6. WA State Office of Superintendent of Public Instruction. (2010). *Demographic data downloads*. Web. Sept. 2010. <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>
7. American Community Survey. (2009). *2006-2008 3-Year Estimates*. Web. Sept. 2010.
<http://www.factfinder.census.gov>
8. WA State Office of the Superintendent of Public Instruction. (May 2009). Web. Mar. 2010.
<http://www.k12.wa.us/>
9. Halle, T., et al. (2009). *Disparities in early learning and development: Lessons from the early childhood longitudinal study – birth cohort (ECLS-B)*. Available at:
http://www.childtrends.org/Files/Child_Trends-2009_07_10_ES_DisparitiesEL.pdf
10. US Army. *Growth Coordination Plan*. Presentation to the Military Affairs Committee by Tom Knight, Ft. Lewis Deputy Garrison Commander. April 9, 2009. Using multiple Sources: 2009 Washington State Population Trends Report and 2012 populations figures based on estimates found in various Land Use Plans. Web. Sept. 2010. www.scribd.com/doc/19655611/MAC-Presentation-v2

CHILD & FAMILY PROFILE – KEY MEASURES BASED ON SECONDARY AND INSTITUTIONAL DATA

Summarize data for each measure. For each measure, note the data source and date, as well as any other important information about the data.

Community Demographics:

1. #/% of young children, toddlers and infants:

- 56,846/6.9% of the total County population are under 5 yrs
- 60,474/33% of all Pierce Co. children are under the age of 6
- 11,194 are under 1 year
- 11,433 are 1 year old
- 11,454 are 2 year old
- 11,388 are 3 year old

Data Source(s) and Notes: For data on children under 5 & 6-American Community Survey 2006-2008 3-Year Estimates; for data on ages 0-3, DOH 09 report on populations estimates ages 0-3 located at <http://sites.google.com/site/wainfanttoddler/regional-data-summary---template/data-sources>.

Joint Base Lewis-McChord demographics: As of 9/2010 there are an estimated 37, 578 active duty military personnel (as reported by Ft Lewis Public Affairs), which is a 62% increase in the last 10 years (*baseline from 2000 census*), and 60,300 family members. Fort Lewis alone has projected a 61.3% increase in military family members from 2000 to 2009 (*Source: from April 9, 2009 presentation by Tom Knight, Ft. Lewis Deputy Garrison Commander using multiple sources*). Fort Lewis estimates that 70% of soldiers and their families live off post. A recent JBLM press announcement (*Sept 2009*) projects an additional 5,700 soldiers will be arriving by 2015 and will be accompanied by 8,260 family members.

2. #/% of households with children under 18 by type:

- Married Couple Households -62,338/65% of households with children
- Single Female Headed Households-23,685/25% of households with children
- Single Male Headed Households-9,559/10% of households with children
- Total Households with children under 18-95,582/66.4% of all households
- Total Household in the county: 291,239

Data Source and Notes: American Community Survey 2006-2008 3-Year Estimates

3. #/% of Children under five by race/ethnicity- Specify #/% for:

- Non-Hispanic White -34,405/61%
- Non-Hispanic Black- 4,836 /9%
- Non-Hispanic American Indian & Alaskan Native -748/1%
- Non-Hispanic Asian & Pacific Islander -3,237/6%
- Non-Hispanic 2 races or more-6,026/11%
- Hispanic -7594/13%

Data Source and Notes: WA State Office of Financial Management (OFM). Detailed Tables of Population Estimates by Age, Gender, Race, and Hispanic Origin: 2002, 2004, 2006 and 2008

4. Median household income: 2009- \$51,479 (compared to the state median of \$52,412)

Data Source and Notes: Office of Financial Management 2009 projection (ofm.wa.gov)

5. Parental employment- Specify:

- # of children in Care Zone1 (CCR&R Network) - 91,802 (2007)
- All parents in the family with children <6 in labor force-35,984/59.5%

Data Source and Notes: For labor force-Census Factfinder-2000/American Community Survey (ACS) 2006-08 (3 yr ave.) & for Care Zone-2007 Child Care in Pierce County Report by TPC-CCR&R

6. #/% of foreign born children under the age of 6 in Pierce County is 1,221/2%; 16.6%/10,025 children <6 y/o have one or more parent that is foreign born.

Data Source and Notes: American Community Survey data 2006-2008 3yr estimates

7. #/% of children eligible for free or reduced-price meals is 54,357/42.7%

Data Source and Notes: United Way of Pierce County Indicators /Source: OSPI, 2009

**8. #/% of population who speak a language other than English at home is 11.8%; the top 3 are:
1 Spanish- 5.0%, 2. Korean-1.7%, and 3. other API languages-1.6%**

Data Source and Notes: for total- Census Factfinder, 2000; for breakdown- ACS, 2007

9. % of population who are high school graduates or have higher level of education: H.S. graduates- 86.9%; Bachelor's degree or higher 20.6%

Data Source and Notes: Census Factfinder-2000; Does not differentiate type of H.S. gradation, such as GED, on-line schooling, etc.

Measures of Vulnerable Families.

10. #/% of poor and low-income children: Specify #/% for:

- children under 5 living in poverty: 8,572/16.5%
- children living in low-income households (\leq 200% FPL): 24,705/40%

Data Source and Notes ACS 06-08 (3 yr average)

11. #/% mothers who are teens: In 2008 1,744/ 5.9%

Data Source and Notes: Rate represents the number of pregnancies to 15-19 year old women per 1,000 women of this age group. WA KIDS Count Data Center- using 2008 data from the Center for Health Statistics, Washington State Department of Health (DOH).

12. #/% of mothers who are single: 64,459/33%

Data Source and Notes: WA KIDS Count /DOH 2008 data at <http://datacenter.kidscount.org>

Additional Data: 53.5%/184 Early Head Start children are from one parent homes (PSES 09-10)

13. #/% of babies born with low birth weight: 733/6.4%

Data Source and Notes: Center for Health Statistics, DOH 2008 Infant Death Data

Measures of School Success:

14. % meeting or exceeding 3rd grade math and reading standards* Math- 62.9%/Reading -71%

Data Source and Notes: WA KIDS Count /OSPI 2008 data, retrieved on February 10, 2010

15. *On-time graduation rate: 08-09 school year- 70.4%

Specify by race/ethnic group- 77.2% for Asian; 72.5% for White; 64.8% for Black, 62.7% for Hispanic; 52.5% for American Indian; 52.6% for Pacific Islander; and 59.5% for low income.

Data Source and Notes: Office of Superintendent of Public Instruction, includes students who complete H.S. without a regular diploma, such as those with GEDs and "unknown" status.

WA State on-time graduations rate is 74% for 08-09.

Additional Region-Identified Measures: Add any measures that would help you in assessing the needs and identifying the future priorities of systems and services for toddlers in your region.

16. # of families who are homeless with children: 398

of Children ages 0-5 who are homeless: 648

Data Source and Notes: 2009 Annual Homeless Count/ www.indicators.uwpc.org

Data: Vulnerable Families

The number of homeless children served by school districts in Pierce County increased 25% from 1,925 children in the 05-06 school year to 2,405 children in the 06-07 school year. Source: Washington Office of the Superintendent of Public Instruction (OSPI) McKinney-Vento Homeless Data Collection Report.

17. 36% of those whose income was below the poverty level in the past 12 months were single female head of household families

Data Source and Notes: Fact finder 2006-08

Data: Vulnerable Families

* A student graduates on-time if he/she receives a H.S. diploma within 4 years of starting 9th grade.

18. Annual unemployment rate: 9.3% (as of May of 2010)

Data Source and Notes: From Bureau of Labor Statistics, local area unemployment statistics

Data: Community Demographics

19. #/% of uninsured children under 18: 13,145/6.7%

Data Source and Notes: HSPC-2008; % off all children under 18 in Pierce County

Data: Vulnerable Families

20. Pierce County has 4 of the 32 districts in the state identified as “At-Risk Communities”

Data Source: WA St Home Visiting Needs Assessment Sept. 2010. (www.doh.wa.gov/cfh/hvna/default.htm)

Data: High Risk was determined by reviewing and scoring state-wide data for poverty, crime, maternal-child health, domestic violence, substance abuse, socioeconomics, and education data.

21. Kindergarten enrollment for 2008-2009-131,782

Data Source and Notes: OSPI

Data: Measures of School Success

2b. i) Brief Description of Data Collection (1 paragraph):

Who participated in compiling the data?

How many interviews or focus groups did you conduct? With whom?

Existing data was collected and compiled by Tacoma-Pierce County Health Department’s Office of Community Assessment (OCA) staff through: 1) review of archival data sources such as those recommended by DEL and established OCA public health data sources, 2) sending out requests to committee members and community partners to share organizational/program data, and 3) by meeting with agency representatives to obtain previously collected client demographics and program information. For collection of survey data, OCA staff conducted key-informant interviews with 11 individuals from a variety of organizations that provide early learning-related service to families. They consisted of: family resource coordinators who serve high risk and Latino families, supervisor of multiple county-wide programs serving high needs families, county and community- based programs focusing on children with disabilities, providers who serve children with mental health needs, elementary principal from a small district with ECEAP programs, and staff from a military program for new parent support. Concerted efforts were made to interview representative from the Tacoma Urban League, Puyallup Tribe, and Foster Care services. Due to time constraints of the assessment, we were unable to connect or schedule time with them. Parent/family feedback was collected from existing parent surveys.

2b. ii) Narrative Describing Regional Perspective of Stakeholders (2 pages or less):

What did regional stakeholders have to say about the infants and toddlers and their families in your region that added to or expanded on the secondary data already reported?

Key-Informant data and group discussions

Participants were asked about:

1) Conditions in the community that benefit families with infants/toddlers in addressing early learning:

Participants listed multiple programs (often by name or organization) that were offered and listed location of services as a benefit. An example, having a local support center within the urban area (location of services was also listed as a barrier). Also mentioned were: clustering of like populations, the amount of referring to services, and the networking and collaborations among agencies (ex. medical providers, Family Support Centers, First 5 FUNdamentals, and Linkages); this also was listed as an area that needs strengthening. Another strong network to highlight is the Tacoma- Pierce County Health Department's Family Support Partnership which connects and supports over 12 agencies and 12 Family Support Centers.

2) Community conditions that make it difficult for families with infants/toddlers to find solutions:

Participants listed the following:

- limited services and access to services in rural areas
- inconvenient times services are offered do not match their work schedules or bus schedules
- lack of services in general, losing services or cut in services
- the economy-impacts services and family needs
- families isolated either geographically or feeling disconnected from community
- late developmental assessments or lack of referring

Conditions that were mentioned frequently were: 1. families ("and some providers") are not aware of or seeing the value of early learning, 2. a lack of childcare providers for infants and special needs children (group discussed the difference of lack of affordable or trained providers vs. a general lack of providers), 3. families and service providers not being aware of the many types of early learning services, and 4. families are overwhelmed by poverty and issues relating to poverty.

3) Barriers keeping families with infants/toddlers from finding services:

Participants listed the following:

- language and/or cultural barriers
- isolated either geographically or not connected to community
- parents having history of "trauma" substance abuse, physical abuse, mental health issues (psychosocial problems)
- more immediate needs such as housing and food
- work schedules
- subsidies are being cut
- parental values towards early learning
- concern about stigma of seeking services or labeling
- for military or those new to the area, services are hard to locate or navigate

Barriers that were mentioned frequently: Lack of childcare and/or high costs of care, transportation, not being aware of the services (not until problem is severe) and families overwhelmed by poverty and issues related to poverty.

Regional Assessments/Surveys:

An April 2010 JBLM Child Care Conditions Report found that 85% of Pierce & Thurston County Childcare providers participating in the assessment, provided care to military children.

2c) CHILD & FAMILY PROFILE – “TELLING THE STORY”

2c) “Telling the Story”: Regional Children and Family Profile (1 page or less)

Summarize the data from all sources (primary and secondary data) to “tell the story” of systems and services for infants and toddlers and their families in your region.

- a. Telling the Story.** Given the data presented in Sections A and B, how would you generally describe the infants and toddlers and their families in your region? Consider, for example:

Who is particularly vulnerable in your region?

- 1) Special needs infants and toddlers-this population may not be getting identified early enough and referred to services, and there is a lack of adequate childcare, services and respite care for this population;
- 2) Infants and toddlers of single mother households, who tend to have higher poverty rates – the majority of service providers reported that this population makes up a high percentage of those seeking and/or getting services; and
- 3) High-risk/high-needs families with infants and toddlers who have a large number of multiple risk factors are also a large percentage of those receiving services, but are in turn the hardest to track outcomes (providers may be pressured to show time-bound results).

Which of the data in the above tables stand out as particularly surprising or important?

- 1) A third of the all children (0-18) are under the age of 6, services may not fit that population’s size;
- 2) That families and providers are not fully understanding the value of early learning;
- 3) Single -female head of house hold families is large and seems to make up a significant amount of the populations seeking services;
- 4) Services for language barriers for some organizations may not meet the needs;
- 5) The large increase in military families in the community;
- 6) The number of impoverished children and families; and
- 7) The interview data showing a clear need to better connect/network services for information and resource sharing, and referrals.

Which of the above characteristics will or should have the greatest bearing on the needs of and systems and services for infants and toddlers and their families?

- 1) The number of impoverished children & families;
- 2) The large amount of single-female head of household families;
- 3) Families and providers are not fully understanding the value of early learning;
- 4) The increase in military families in the community and demand on services and; and
- 5) The interview data showing a clear need to better connect/network services and providers.

Finally, what else do you need to know about the infants and toddlers and their families in your region? There is a clear need to learn more about the early learning needs of Native American/Tribal families with infants and children in the community, and about the infants and toddlers in foster care.

SERVICES, SYSTEMS & SUPPORTS - Services and Supports Inventory

Summarize the existing secondary and institutional data as for each of the following services and supports in your region. See the prior table for suggested data to use. Wherever possible, aggregate (total) the data for the entire region. In order to provide meaningful data, or based on the availability of data, you may also want or need to provide data by specific communities (e.g., counties).

a. Child Care Subsidies

1. # infants and toddlers (B-3) served with child care subsidies: 4,978

Infants:		Toddlers:	
Total unduplicated	AvgMonthlyCount	Total unduplicated	AvgMonthlyCount
Center 750	220	2294	918
Exempt 363	110	817	289
Home 208	58	546	197

Data Source and Notes: DEL- between 5/09 and 4/10

2. % of licensed child care providers serving children using subsidies: 70% (612 out of 875)

Data Source and Notes: DEL- as of April 2010

b. Child Care Arrangements

3. #/% of families by type of childcare arrangement (parental, center-based, family, FFN)

With relatives: 39.9%
Center-based care-33.7%
Family Child Care Homes-8.8%
No regular arrangement-11.4%
Multiple arrangement 24.6%

Data Source and Notes: National data only: "Who's Minding the Kids? Child Care Arrangements: Spring 2005/Summer 2006". U.S. Census Bureau, August 2010. No county data could be found

c. Child Care Availability (licensed)

4. # licensed center-based provider sites# licensed center-based provider sites 182

Data Source and Notes: Local CCR&R Network, Dec 2009

5. # of licensed center-based provider slots

- Total: 14,138 slots
- 0-23 mo: 831 slots
- 2-3 yrs: 2,721 slots
- 3-5 yrs: 9,774 slots

Data Source and Notes: Local CCR&R Network, Dec 2009; number of total slots is different than total slots by age group combined due to duplication of slots/overlapping of age groups.

Additional Data: The number of center-based programs increased by 8% from 2002 to 2007; CCR&R Child Care in Pierce County Report, 2007.

6. # licensed family child care provider sites: 478/ # of all licensed providers: 742

Data Source and Notes: DEL, Dec 2009

Additional Data: The number of family child care business peaked in 2002 and sharply declined by 31% by 2007; CCR&R Child Care in Pierce County Report, 2007.

7. # licensed family child care provider slots

- Total- 4,727
- 0-23 mo-2,454
- 2-3 yrs 1,291
- 3-5 yrs- 4,633

Data Source and Notes: Local CCR&R Network, Dec 2009; number of total slots is different than total slots by age group combined due to duplication of slots/overlapping of age groups.

d. Child Care Referrals

8. % of all child care referrals that were for infants and toddlers:

- 0-23 months: 21%
- 2-3 yrs: 26%
- 3-5 yrs: 20%

Data Source and Notes: Local CCR&R; CCR&R Network data reports, Dec 2009

e. Child Care Cost

9. Median cost of care (full time):

For infant care: Ctr-0-12 mo is \$198 wk/ FCC- 0-12 mo is \$160 wk

For toddler care: Ctr- 12-30 mo is \$170 wk/ 31mo-5yr is \$154 wk

FCC-12-24 mo is \$155 wk/ 2-3 yrs is \$174/3-5 yrs is \$135 wk/FT

Data Source and Notes: CCR&R Network data reports, August 2010

10. % of median household income

- For infant care: 19% for centers/15% for Family Child Care (FCC)
- For toddler care: 17% for centers/15% for FCC

Data Source and Notes: 2009 Household Median Income estimate from Washington Office of Financial Management/ United Way of Pierce Co. Indicators -www.indicators.uwpc.org

f. Early Intervention Services

11. Average # of children served/month

of children 0-35 mo with Individual Family Service Plans receiving Early interventions: **1,043**
from 1/09 to 12/09; seen for the month of Aug, 2010- 573

Data Source and Notes: TPCHD- Infant Toddler Early Intervention Program Report

g. ECEAP

12. # enrolled (3 years old) # enrolled (3 yrs old) 274

Data Source and Notes: Program data, DEL 09-10 school year

13. # slots (by age) 1,394 total slots for 3 & 4 yr olds

Data Source and Notes: Program data, DEL 09-10 school year

14. # ECEAP sites# sites 37

Data Source and Notes: Program data, DEL 09-10 school year

15. # on ECEAP waitlist (by age) # on waitlist (by age) 291- 3 year old

Data Source and Notes: Program data, DEL 09-10 school year

Early Head Start (EHS)

16. # enrolled in EHS

- Total: 133-10 of them are reserved for pregnant women
- By age: **0-1: 27; 1-2: 45; 2-3: 32; and 3+: 16**

Data Source and Notes: Puget Sound Educational Service District (PSESD); Gene Gousie, Operations Director, October 4, 2010

17. # total EHS slots : 133 (123 for 0-3 and 10 for pregnant women)

Data Source and Notes: PSESD; Gene Gousie, Operations Director, October 4, 2010

18. # EHS programs: 1

Data Source and Notes: PSESD; Gene Gousie, Operations Director October 4, 2010

19. # EHS sites: 8

Data Source and Notes: PSESD; Gene Gousie, Operations Director October 4, 2010

20. # on EHS waitlist: Early Head Start Unmet Need in 2007: 9,981 low-income children ages 0-2

Data Source: Puget Sound Educational Service District/United Way of Pierce County Indicator

h. Evidence-Based Home Visiting Programs

21. Nurse Family Partnership (NFP)

- 1 program through TPCHD
- 125 of families served annually (since it is a 2+ year program this number is duplicated annually)

Data Source and Notes: TPCHD/Strengthening Families Division, 2009

22. Parents as Teachers (PAT) at JBLM only

- # of programs 1 at JBLM-discontinued as of Oct 1, 2010
- # of families served

Data Source and Notes:

23. Parent Child Home Program (PCHP)

- # of programs 0
- # of families served

Data Source and Notes:

i. Child Welfare**24. Children in the child welfare system**

Specify:

- # served by CPS (e.g., case management)- 6,663
- # in foster care placement -1,266

Data Source: HSPC/Washington KIDS COUNT (WKC) 2007

j. TANF**25. # individuals receiving TANF support (all ages): 22,518 (2009)**

Data Source and Notes: WA State DSHS Basic Needs programs data 2009

26. % use rate for TANF: 15.1% (2009)

Data Source and Notes: WA State DSHS Basic Needs programs data 2009

k. Women, Infant & Children (WIC)**27. Infants and children served by WIC# WIC 2009 Annual Report**

- # of infants and children under five served by WIC **30,580**
- % of infants born served by WIC **55% (2009)**
- 69% of WIC children are from working families/55% of WIC families are living in poverty

Data Source and Notes: DOH /WIC 2009 Annual Report

l. Prenatal Care**28. % of pregnant women receiving first trimester prenatal care: 8,474 /76% 06-08 data**

Data Source and Notes: WA Birth Certificate Data, 2006-2008/DOH MCH Data Report, Jun. 2010

29. % of pregnant women who received late or no prenatal care: 6%/715

Data Source and Notes: HSPC/ Data Provided by: Washington KIDS COUNT (WKC) 2008

m. Children's Health Care and Insurance**30. % children under 18 who are uninsured % children under 18 who are uninsured 6.7% in 2008**

Data Source and Notes: HSPC

31. # children (0-18) enrolled in Children's Medical Program (Apple Health, includes Medicaid, SCHIP and state only financed coverage) 53,421 As of Mar 2010/Children three and under- 11,539 as of June 2010

Data Source and Notes: DSHS/

<http://hrsa.dshs.wa.gov/News/EnrollmentFigures/PeopleEnrolledinDSHSMedicalProgramsbyCounty.pdf>

In the following table, list and describe any additional programs or services for infants and toddlers and their families (birth to three) in your region not captured above. Add rows as necessary, but include only those services most relevant to this population. Consider, for example:

- Prenatal and child birth supports
- Early childhood care and education programs
- Parent, family and caregiver support programs (e.g., family support centers, classes, support groups, Play and Learn groups, Community Cafes, promotoras)
- Early intervention services

Service or Support (& description)	Target Population	Relevant Data
Tacoma-Pierce County Health Dept. Family Support Partnership (This agency provides support to 12 community-based organizations and 12 Family Support Centers that provide a multitude of early learning and family support services)	Children 0-8, parents, & pregnant moms	Measure: 926 infants/toddlers 0-3 served in 2009 Data Source: Family Support Partnership Data: Not more than 15 families at any given time need to wait 1-4 weeks for services Agency Provides the following Evidence-based and Promising Programs: 1. Promoting First Relations (Promising Program) -a home visiting program for families with children ages 0-4; 2. Positive Parenting Program (Triple P)-parent education & training; 3. Nurse Family Partnership- Maternal and early childhood health program. There are 5 nurses with caseload of 22 families each.
Pierce County Human Services Family Resource Coordinators	Children 0-3 w/developmental delays & their families	Measure: 1139 kids on an IFSP were served in 2009 Data Source: Lead Family Resource Coordinator Data: Reporting a 8-12% increase in demand for services each year
Centro Latino (Provides family services to Latino/Hispanic Population)	Spanish Speaking Populations	Measure (e.g., # served): There numbers are part of the 926 served through the TPCHD Family Support Partnership Data Source: Family Support Partnership Data: This agency is contracted by FSP to provide multiple family services and three evidence-based programs
Joint Base Lewis-McChord New Parent Support Program (provides home visitation, parenting classes, play groups, education and family support services)	Military Families & Children (prenatal through age 6)	Measure: 219 Parenting classes/ 3771 Home visits/ 6048 children served Data Source: New Parent Support Program Interview/ 2010 Federal FY data tracking for services provided
Tacoma Learning Center/HopeSparks (Support services, interventions and early learning services)	children with special needs & families	Measure: 515 children 0-3 served-from 1/2010 to 8/2010 Data Source: TLC Coordinator Interview Data: Evidence-based programs offered Promoting First Relationships, Incredible Years, Readiness to Learn, Love & logic, and Mother Read/Father Read.

Additional programs or services that data/measurements were not collected from:

<p>Child Development, Early Intervention Programs, Therapy Services or Screening Programs</p> <ul style="list-style-type: none"> • A Step Ahead (ASAP) (early intervention focus on natural environments) • Bridge Children's Health Center Physical Therapy (PT) & Occupational Therapy (OT)/Speech Therapy • Child Reach (screening program designed for children birth-6yrs old for developmental concerns) • Family Child Care Association of Pierce County • Birth to Three Developmental Center/ Good Samaritan's Children's Therapy Unit provides early intervention services for infants and toddlers • Tacoma Learning Center provides a parent cooperative child development program for children birth to three and their families. • Puyallup Tribe Birth to 6 Project, Us-Qwed-Eeth provides early intervention services for children birth to six and Family Services • Puyallup Tribe Grandview Early Learning Center • Catholic Community Services counseling office Therapy and counseling for families with children & Provide parenting classes • Children's Home Society of Washington Foster Child Focus: family support, parent education, readiness to learn, out-of-home care and social advocacy • EFMP (Exceptional Family Member Program) Serving military children with special needs 	<p>Education Services</p> <ul style="list-style-type: none"> • Childfind Educational Service Center Developmental screenings birth to six • Pierce County Library provides parent and provider training/education/classes • Bates Technical College Home & Family Life Early Childhood Education and Assistance Program (ECEAP) preschool & Childcare provider training. • Pierce College -Childcare provider training <p>Information, Support or Advocacy</p> <ul style="list-style-type: none"> • First 5 FUNDamentals early learning network of community partners and organizations • A Common Voice for Pierce County parents -Information, support groups and advocacy for parents with special needs children • Pierce County Coalition for Developmental Disabilities (PC2) • Parent to Parent PAVE • STOMP (Specialized Training of Military Parents) • Tacoma Urban League community outreach • United Way of Pierce County Pierce County Early Learning Consortium
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List of Evidence-Based and Promising Programs for children 0-3 and their families in Pierce County:

- | | | |
|----------------------------|--|------------------------------------|
| 1. Project SafeCare | 2. Parent Child Interactive Therapy | 3. Nurse Family Partnership |
| 4. Incredible Years | 5. Promoting First Relationships | 6. Home Builders |

SERVICES, SYSTEMS & SUPPORTS

3b. i) Brief Description of Data Collection (1 paragraph):

Who participated in compiling the data?

How many interviews or focus groups did you conduct? With whom?

Existing data was collected and compiled by Tacoma-Pierce County Health Department's Office of Community Assessment (OCA) staff through: 1) review of archival data sources such as those recommended by DEL and established OCA public health data sources, 2) sending out requests to committee members and community partners to share organizational/program data, and 3) by meeting with agency representatives to obtain program information. For collection of survey data, OCA conducted key-informant interviews with 11 individuals from a variety of organizations that provide early learning-related service to families. They consisted of: family resource coordinators who serve high risk and Latino families, supervisor of multiple county-wide programs serving high needs families, county and community-based programs focusing on children with disabilities; providers who serve children with mental health needs; elementary principal from a small district with ECEAP programs; and staff from a military program for new parent support. Concerted efforts were made to interview representative from Urban League, Puyallup Tribe, and Foster Care services. Due to time constraints of assessment, we were unable to connect or schedule time with them. Parent/family feedback was collected from existing parent surveys.

3b. ii) Narrative Describing Regional Perspective of Stakeholders (2 pages or less):

What did regional stakeholders have to say about systems and services for infants and toddlers and their families in your region.

Key-Informant data and group discussions:

Participants were asked about:

1) Opportunities to network: Participants listed:

- Networking county/community services with military services (multiple venues to connect & share info) and addressing growth coordination
- Military Assessment has been done on education & child care
- Share a global vision of early learning with a clear picture of where folks "fit in"
- All day conference/trainings –make connections, share info & educate
- Collaborations between FRC , local agencies & therapeutic services
- Research into tools, then share them through mailings and newsletters
- WAKids assessment through OSPI-could be a connection for this DEL assessment/planning
- Strengthen connections to Puyallup Tribe
- Connections to pediatricians for E.L. promotion & screening
- Health Care Reform-to address early development;
- Continue & strengthen collaborations such as Linkages*, local teams and First 5

**Pierce County Linkages, facilitates a county-wide network of local collaborations of families, early learning providers, schools, and community to support a common continuum of learning for children birth through age 8.*

- 2) **Barriers to collaborations:** Logistics- scheduling & meeting time, staff time, different paperwork & reporting needs, not cohesive, staff turnovers-cause loss of connections, services are not connected to each other, unaware what others are doing; competing for resources.
- 3) **How languages barriers are addressed by organizations:** For smaller agencies, use of bi-lingual/cultural (mostly Spanish) staff or interpreters (language bank). Most agencies have some materials in different languages, some have website resources. Larger organizations can have contracts with interpreter services for multiple languages, generally 5-Spanish, American sign, Taglog, Russians, Koreans, Vietnams, Cambodian, and materials in up to 9 languages. Though there are some resources, it can be a challenge to find an interpreter in a timely manner, or possibly lose some of the value of direct service using an interpreter.
- 4) **Opportunities for programs & activities:** Development/use of consistent preschool curricula with standards (can use early learning benchmarks); parent coaches, especially for special needs; more focus on the hardest to serve families (higher needs); more kinds of programs like Play to Learn; collaboration between JBLM and County/community services; P3 Alignment; and looking at ways to increase the capacity of EHS.
- 5) **Needs in addressing early learning:** Training for preschool providers; training and access to best practices; childcare services for infants and special needs children-more providers or a center; respite care for special needs families/parents; time and understanding for high needs families to reach goals; addressing cultural issues and lack of value for early learning by families; easy to use info and specific suggestions for families to help prepare children for school (perhaps a video); more networking and communication across early learning; more promotion of early learning to the public; need rural Hispanic services and data; uniform information for parents and providers; mental health services for 0-3 and their families; need evaluation tools-that providers can have confidence in; county policies for sustainable funding for early learning and development.

Surveys of Parents/Families:

A recent Sept 2010 survey of JBLM military families (N=298) identified family support services needed, those programs used, ways they receive program information/promotions, and issues impacting families. Specific feedback given mirrored non-military families' feedback to community providers about 1) the need for child care for special needs children, 2) the need for parent training and information around early learning, 3) financial issues, 4) the need for free services "classes", and 5) provision of services during more accessible times such as evenings and weekends (off-duty hours).

In a 2006-07 Sumner School District Homeless Parent survey, several families indicated they had infants, toddlers and preschool aged children, yet few had any information about local schools, Head Start or ECEAP or early learning programs. In meetings with agency case managers, parents were unaware of the developmental preschool programs within school districts or other early intervention and child development programs. School districts and early learning programs could increase the enrollment of children with risk factors (e.g., poverty & housing instability) by collaborating with Helping Hand House and educating both staff and parents about local resources.

An April 2010 JBLM Child Care Conditions Report found that 44% of Pierce & Thurston County childcare providers offer discounts to military families. Also, providers reported that it was appreciated and very helpful to have received trainings on how to deal with issues relating to and impacting military children. However, a number of providers stated they were unaware that those training opportunities were available.

3c) SERVICES, SYSTEMS & SUPPORTS – “Telling the Story”

3c) “Telling the Story”: Regional Services, Systems & Supports (1 page or less)

Summarize the data from all sources (primary and secondary data) to “tell the story” of systems and services for infants and toddlers and their families in your region.

Telling the Story. Given the data you have collected and reported, summarize what is important to know about the systems, services and supports for infants and toddlers and their families in your region in one page or less. Consider, for example:

- I. **Describe the overall state of services and supports for infants and toddlers?** Pierce County has a wide range of quality early learning services that are non-duplicative and address the many needs in early development. There are strong existing collaborative networks and partnerships in place that focus partially or entirely on early learning issues, though more needs to be done to connect the services/partners within the early learning continuum for infants and toddlers. Given the positive feedback and response to this assessment, these group/partners appear willing and ready to begin planning in order to enhance early learning efforts. Even though there are various early learning services, some families are not aware of them or will not seek them out because they may not value the need for early learning. In addition, professional development for the childcare workforce is key to quality care and early childhood learning; there are multiple organizations that provide professional development opportunities.
- II. **Which of the data related to Systems and Services stand out as particularly surprising or important?**
 - The increase in military families in the community and the number of them living off base, and the demand on services due to this increase;
 - Lack of quality childcare providers and services for infants and special needs children;
 - Families and some providers are not fully understanding the value of early learning;
 - The clear need to better connect/network services for infants and toddlers;
 - Families and service providers not aware of services available for infants and toddlers;
 - The number of children categorized as “unmet need” in EHS.
- III. **Which services appear to be working well and meeting the needs of the families in your region? Where are the noticeable gaps in service availability, access or reach?**

Our community has a good start on collaborations to strengthen early learning systems, such as Pierce County Linkages and First 5 FUNdamentals. Also going well is the high volume of demand that is being met by Pierce County CCR&R. Other local programs seeing success are home visitations, and early learning provider coaches/mentoring. Noticeable gaps include

quality childcare and early learning services for infants and special needs children, especially 0-3 children and families with mental health needs. Another gap is that resources for language services may not meet the community need.

Identify and describe 3-5 high level observations about the infants & toddlers and their families and the related systems, services and supports in your region using the table provided. These observations should help to guide the planning process. Observations could include opportunities to build on and connect to efforts.

STRENGTHS, ASSETS & CONTEXT

	High Level Observations about Your Data To Help Guide Your Planning	What Data Support this Observation?
1.	Families and service providers are not fully understanding the value of early learning or aware of programs available for infants and toddlers. Opportunities: 1. Partnership in county-wide efforts to promote early learning and early learning programs, 2. Development & promotion of one web-based early learning information site (can be on existing site such as First 5 Fundamentals or CCR&R).	Key informant interviews of service providers (provider perception) and through discussion group of committee members
2.	The number of impoverished children & families, especially from single -female head of households. They have a higher rate of poverty and need for early learning services. Opportunities: *1. Focus resources on targeted families, 2. strengthen capacity for and promote Early Head Start	Child & Family Profile data and caseloads as reported by service providers through interviews (Measure #2, 7, 10, 12, 17 & 18)
3.	The increase in military families in the community and demand on services Opportunities: Partner with JBLM (Joint Base Lewis-McChord)	Demographic data and through key informant interviews and discussion group (Measure # 1, additional data)
4.	A clear need to better connect/network services for information sharing , referral and to get a better understanding of where the various early learning services fit into the “big picture” Opportunities: *Connect the dots across continuum of early learning	Key informant interviews and discussion group
5.	Lack of high quality childcare providers and specialized services for infants and special needs children	Key informant interviews and discussion group
6.	Resources for language services does not meet the need	Child & Family Profile data and discussion group (Measure # 3, 6, & 8)

Opportunities that are also identified in the First 5 FUNdamentals Business Plan